

mayor deserves a lot of credit for that. The school system deserves a lot of credit. They know these children can't wait 5 or 10 years to have a good education experience, so, as I mentioned earlier, in some cases they are not moving the school, they are just transforming it. How do you transform a school? There is only one way. You move in a new principal and you move in some really good teachers. There is only one way to transform a school, and that is it.

So the Chicago public schools in collaboration with the National Institute for Excellence in Teaching proposes the Recognizing Excellence in Academic Leadership. At the heart of that is multiple evaluations, opportunities for new roles and responsibilities, recruitment, development, retention of quality staff in 40 Chicago high schools that serve 24,000 students. The NEA wants to kill that program. That is the third grantee.

Let's go to Denver. The Denver public schools proposed a twofold district-wide expansion of its professional compensation system for teachers—that means we pay them more—to develop and implement and evaluate a performance-based compensation system for principals.

My goodness, Denver wants to pay its best principals more money so they might stay in the school? And how are they going to do that? They are going to think about it. They are going to work within the system. They are going to ask for outside help. They are not just imposing a one-time bonus, merit pay system. They are trying to lead the country in doing this. The National Education Association says: No, let's kill it.

The National Education Association not only said, no, let's kill it, they issued a threat to Members of the Senate. "Votes associated with these issues may be included in the NEA legislative report card for the 110th Congress." That means if you vote against the Alexander amendment or anybody else's amendment supporting the Teacher Incentive Fund, what we, the National Education Association, will do is write all the teachers in Tennessee or Rhode Island or wherever we may be and say: Your Senator is anti-education.

Why is the Senator anti-education? Because he wants to support a program to find a fair way to reward outstanding principals and teachers who are teaching low-income children and helping them succeed.

California—my goodness. The Mare Island Technology Academy—here is another thing that NEA would like to stomp out. It proposes to extend a current project to award incentives to teachers and principals instrumental in increasing student achievement. We can't have that in California, at least under the NEA.

The Houston independent school district—maybe Senators Cornyn and Hutchison would like to know about

this. It is the largest public school district in Texas, the seventh largest in the United States. It proposes an incentive plan for teachers that focuses on teacher effectiveness and growth in learning. We don't want that in any school, do we?

Guilford County, NC—maybe Senator BURR and Senator DOLE would like to be aware of this because their schools proposed a financial recruitment project called Mission Possible and plans to extend the program to an additional seven schools, charter schools in various States.

Another project. Alaska—one school district there serves as the fiscal agent. They are working on the same sort of progress and expanding on a current program with the Re-Inventing Schools Coalition.

South Carolina Department of Education. A modified version of the existing teacher advancement program to implement a performance-based compensation system to address problems with recruitment and retention in 23 high-need schools in six districts. We wouldn't want 23 high-need schools in six South Carolina districts to have a program to pay good teachers more for teaching well, would we? We would like to kill that in the Congress because the National Education Association might put us on their list of not voting for the NEA legislative report card.

Dallas independent school district—they have a similar program. They want to identify and reward principals and teachers based on a combination of direct and value-added measures of student achievement. Can't have that.

The school district of Philadelphia, PA. Let's pay particular attention to this one. The overall purpose of Philadelphia's initiative is to pilot a performance-based staff development and compensation system that is teacher pay and principals, that provides teachers and principals with clear incentives that are directly tied to student achievement, growth and classroom observations conducted according to an objective standards-based rubric at multiple points during the school year. Twenty high-need urban elementary schools that have demonstrated high degrees of faculty buy-in—that means the teachers want it—will participate in the pilot.

Nobody is making them do it. They are volunteering to do it. The teachers want it. Leaders from the school district of Philadelphia's administration and from two unions, representing all Philadelphia teachers and principals, have designed the pilot and will oversee its implementation. So the National Education Association says kill the program in Philadelphia for a lot of high-need kids, even though the program involves the unions who work in those schools. That is a very arrogant attitude, it seems to me.

Ohio, State Department of Education, Eagle County, CO, and Weld County, CO—those are just the schools and school districts and the States

where the Department has made 16 grants in the first year of its operation.

As you can see, the common thread running through here is, can we find a fair way to reward outstanding teachers and help in training and reward outstanding principals so they will stay in the classroom, so they will have an even better idea of what they are doing, so we can honor them, treat them in a more professional way? If we were to do that, wouldn't that be better?

Why wouldn't the largest educational association in America welcome this? I know in Chattanooga, TN, when the new Senator from Tennessee, BOB CORKER, was mayor, he was more effective than I was in working with the local teachers association or union, and he did just this—generally with their participation and agreement. And he helped, in a model school system in Chattanooga, TN, find a way to attract teachers to the schools where children were having trouble learning and needed extra help. These were teachers who had shown an ability to help these students achieve more. So they were paid more for that. They were paid more for that.

Let me conclude my remarks. I ask unanimous consent for another 5 minutes, if I may?

The PRESIDING OFFICER. The Senator has that right.

Mr. ALEXANDER. I will conclude my remarks with a little bit of history. If you sense, in my voice, a heavy amount of disappointment, it is because this goes back a long ways. In 1983, when I was Governor of Tennessee, I proposed what then was the first statewide program to pay teachers more for teaching well. We called it the Master Teacher Program.

I was astonished, after a term as Governor, to discover that not one State was paying one teacher one penny more for teaching well. I could not understand how we were going to keep outstanding men and women in the classrooms, particularly—this was 25 years ago, almost—now that women had many more employment opportunities. The math teacher was headed for IBM, the science teacher was going over here. One reason was because of the teacher pay scale. You could make more for staying around a long time, you could make more for getting another degree, but you couldn't make a penny more for being good.

I went around to try to find out how do we reward outstanding teaching, and everybody said you can't do that. Not quite everybody. One person who did not say that was Albert Shanker, who was the head of the American Federation of Teachers, which is the second largest teachers union. Mr. Shanker said if we have master plumbers we can have master teachers, and maybe we need to get busy trying to think of a fair way to do that. He invited me to go to Los Angeles and speak to the convention of the American Federation